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Introduction

Welcome to Life Orientation Level 3. During this year you will guide your students to acquire skills and knowledge in a fun way that will help them to be well-functioning citizens of the rainbow nation. They will learn that all citizens have rights (you included!) and that these rights are protected by law. They will realise that even though they are each a unique human being, they belong to a cultural group and should be proud of their roots. However, they should also respect others for whom and what they are. This should be handled with utmost care not to let one group or person feel inferior. Stress to students that we are only different, not one better than the other.

With the help of this guide you can equip students to become valuable team members in the world of work. They will also learn to recognise the value of other team members. As leaders are also important in the work environment, they will acquire the knowledge of how to be a good leader or follower, whichever route they choose to follow.

It is important that you teach them how to stay healthy in this modern world with all its dangers.

We are confident that we have made your life easier with this guide and express the wish that you will enjoy using it..

The Authors

How To Use This Guide

It is important that you remember that all that is presented here is by no means prescriptive and only recommendations or suggestions. Ensure that you have a thorough understanding of the rationale for Life Orientation and the methodology that is Outcomes-based. Note: In Outcomes-based education your starting point is **assessment** of the outcomes you have to facilitate learning towards.

The second part of the guide focuses on the four modules that correspond with the 4 topics in the Subject Guidelines. This part consists of the following:

- A table with the *Subject Outcomes, Assessment Standards And Learning Outcomes*
- *Tips For The Facilitator* that explain what your key focus for this learning should be.
- A *Facilitation Plan* that guides you toward planning your facilitation. This is not your lesson plan. A generic template has been included that you could use to plan lessons.
- *Guidelines For Activities* that should assist you in facilitating the activities. Remember that in the Student Guide there are two kinds of activities: Learning activities (Discover and Learn) and Assessment activities (Assessment Activity). This does not imply that for continuous assessment you cannot use the Discover and Learn activities. Again these are suggestions and not excluding you developing your own CASS (Continuous Assessment). You should use every opportunity that presents itself to facilitate and record learning.
- *Module Assessments* that include the Portfolio Activity as in the Student Guide and a knowledge test (ready to be photocopied) – both these are summative assessments.
- A *Bibliography And Websites* that is just a starting point to get you to build your own resources database for your learning environment.

As authors we wish you exciting lesson hours while using this programme. Life Orientation is not only vital for your student's development, it should also be fun for you and your learners.

Assessment

1. What is assessment?

During assessment the assessor collects evidence to identify the level of knowledge/skill acquired by the student to be able to make decisions related to the student/module/learning programme, depending on the purpose of the assessment.

Assessment does not only measure what a student has achieved, but should assist a student to learn and achieve more.

2. The purpose of assessment

One of the most important questions an assessor should ask about assessment is:

Assessment of learning?

or

Assessment for learning?

In other words, am I assessing only the learning that has taken place, or am I assessing to enhance teaching and learning. Assessment is one of the ways to help a student to learn.

This means that what comes after the assessment is more important than the assessment itself. The lecturer should give feedback that will motivate the learner to learn more. Feedback is the information that is given to the learner based on the actual performance when compared to criteria. If feedback is given in a skilful manner, constructive action will be taken by the student. (Johnson & Johnson 2002). Therefore, feedback should always be positive and constructive. Use the well-known “educational sandwich.” Start and end the feedback with the positive and make the areas for improvement the filling.

In other words, the main purposes of assessment are to:

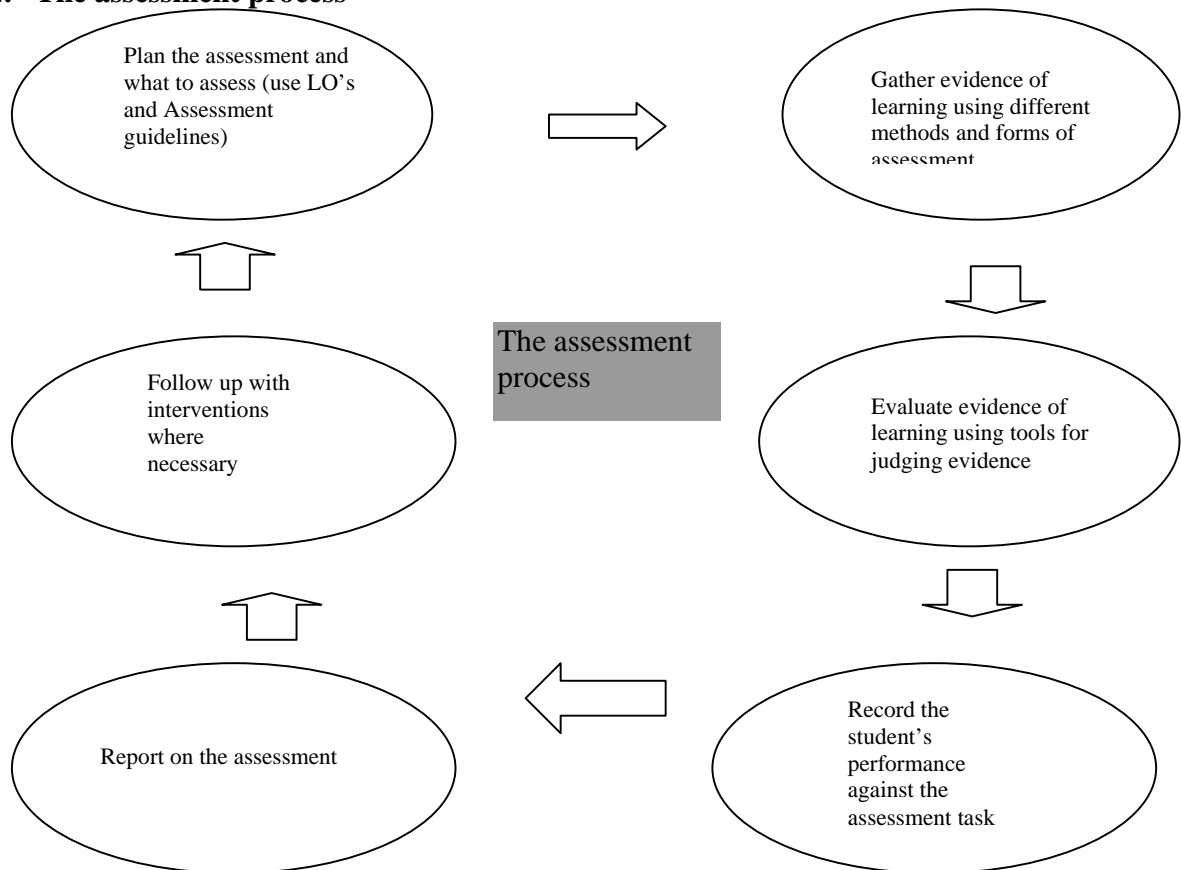
- Enhance individual growth and development
- Monitor progress
- Facilitate learning

3. Reasons for assessment:

- Collect evidence of student’s knowledge, skills and values
- Monitor learner progress
- Evaluate the learner’s competence levels
- Assist with early identification of learners who experience barriers
- Provide feedback to learners, parents and other stakeholders on learner’s strengths and weaknesses
- Inform the decision of whether the learner should progress to the next level
- Maximise student’s access to knowledge, skills and values
- Raise standards of teaching and learning in the classroom

- Facilitate teaching and learning by determining whether learning required for achievement took place
- To determine whether the learning programme used was effective.

4. The assessment process



5. Types of assessment:

- **Non-formal assessment:** This type of assessment is usually not intentional. It reflects the personal opinions and prejudices of a lecturer. It could mean that the lecturer has made up her mind about the outcome even before the assessment. E.g. "I know they are all going to fail". One should try and be aware of this and try and avoid it.
- **Informal assessment:** This takes place without the student realizing it is taking place. It could be classroom activities such as group work, questions asked by the lecturer or homework. This type of assessment can help a lecturer to keep track of a student's progress. One should remember to not only involve the stronger students but to include everybody in the class.
- **Formal assessment:** Formal assessment is always announced to the learners before it takes place. To make this type of assessment worthwhile, students should be well-informed of what is expected of them. This means that they should know

exactly what is expected of them and also how marks will be allocated. Feedback should also be given as soon as possible after the assessment. If this presents a problem to the lecturer, the student's should at least be informed when to expect feedback.

- **Formative assessment:** This type of assessment gives information that helps a student to grow and make progress. It is not meant to make decisions on progress such as going to the next level.
- **Summative assessment:** Summative assessment tells you how much a student has achieved at a certain stage. In other words it helps you determine whether an outcome has been achieved or whether a student can progress to the next level.

6. Principles of assessment

- **Appropriateness:** The method of assessment is suited to the performance being assessed.
- **Fairness:** The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- **Manageability:** The methods of assessment used make for easily arranged, cost effective assessments that do not unduly interfere with learning.
- **Integration into work or learning:** Evidence collection is integrated into work or learning process where this is appropriate and feasible.
- **Validity:** The assessment focuses on the requirements laid down in the outcome. In other words it is fit for purpose.
- **Direct:** The activities in the assessment mirror the conditions or actual performance as closely as possible.
- **Authenticity:** The assessor is satisfied that work being assessed is that of the person being assessed.
- **Sufficient:** The evidence collected establishes that all criteria have been met and that performance can be repeated consistently.
- **Systematic:** Planning and recording is sufficiently rigorous to ensure that the assessment is fair.
- **Open:** Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.
- **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is also similar to the judgement that would have been made by another assessor.

7. Portfolio of Evidence

- **What is a portfolio of evidence:** In essence a portfolio is a structured collection of evidence of a student's work. It reflects a student's achievements, growth and development. The portfolio should promote learning in that learners should learn from assembling the portfolio. However, the main purpose of the portfolio is to show progress on instructional goals.
- **Planning the portfolio:** When planning the portfolio it is important to determine the outcomes of the unit of work or the learning programme. Establish criteria for

assessing outcomes. These criteria must be shared with the student to make the learning experience more meaningful. It is very important that there should be a system to organize and keep materials that will enable tracking of growth of the student.

- **Setting of portfolio assignments:** The assignment should be set in such a way that the student has no doubt as to what the lecturer requires. It should be formulated so that the outcome is properly assessed. For example: If the outcome is to demonstrate knife skills, the student should not be asked to make a drawing of how to hold a knife, but should demonstrate the actual action. This could be assessed by using a checklist. In other words, the assignment should be informed directly by the outcome. Ideally assignments should promote the development of skills, values and attitudes. Set limits in terms of length and depth of the answers. Remember that one can easily be subjective about your own work. It is therefore a good idea to ask a colleague to proofread and check the assignment for the above-mentioned points. Try to keep assignments as close as possible to real life situations.
- **Format of a portfolio:** Portfolios can be stored in many ways, e. g. boxes, files, scrapbooks or computer discs. It should however be logically and systematically presented. Include a cover page containing student information (Example 1), a table of content (example 2) and a declaration by the student that states that he/she was not involved in fraudulent activities such as plagiarism (Example2). The portfolio should also reflect the achievements of the student.
- **Lecturer portfolio:** The lecturer should also have a portfolio that will reflect all assessment and moderation activities. It will also contain all the assessment instruments and tools and their respective memos. The records of achievement of learners are also kept in this portfolio. For an example of a table of content, see example 4.

PORTFOLIO OF EVIDENCE
Student Name:
Student Number:
Year:
Course:
Subject:

Example 1: Cover page for portfolio of evidence

TABLE OF CONTENT

LOGO OF INSTITUTION

1. Title page
2. Content page
3. Declaration form
4. Assessment plan
5. Record of assessments
6. Evidence of marked assessment.
7. Re-assessment
8. Annexures

Example 2: Content page of student portfolio

DECLARATION BY STUDENT

LOGO OF INSTITUTION

Student name: _____

Student number: _____

I declare that the evidence submitted in my portfolio of evidence is my own work. I agree that if is in any way determined that I have committed any fraudulent activities in connection with my portfolio of evidence that I shall forfeit the marks gained by these assessment activities. I also declare that the nature of the fraudulent activities referred to were explained to me.

Student signature

Date

Example 3: Declaration by student

TABLE OF CONTENT

LOGO OF INSTITUTION

1. Title page
2. Content page
3. Policies and guidelines
 - Assessment policy
 - Assessment and subject guidelines

4. Assessment plan
5. Assessment record sheets
6. Moderation feedback
7. Assessment instruments and memos
8. Reports
9. Minutes of meetings
10. Annexures

Example 4: Content page of lecturer's portfolio

8. Identified problems and solutions associated with assessment

Process	Be aware of	Possible problem	How to overcome
1. Gathering of evidence	1.1 Gathering too much evidence.	Lecturers are challenged with collecting sufficient evidence to be able to make a judgement about competency against the assessment criteria.	<ul style="list-style-type: none"> • Planning is of utmost importance • Design integrated assessments • Have meetings to discuss sufficiency of evidence required according to assessment guidelines.
	1.2 Knowledge, skills and attitudes	Lecturers are still more comfortable teaching underpinning knowledge than demonstrated performance. Students also have to reflect attitude change and the ability to adapt to changed circumstances.	<ul style="list-style-type: none"> • Design integrated assessments that reflect the work activities in context (real or simulated). • Assessors have to be trained to emphasise the assessment of all abilities in summative assessments
	1.3 Using simulations	At times lecturers have to make use of simulations to simulate the workplace. It is a challenge to design realistic simulations that will enable a valid and reliable assessment.	<ul style="list-style-type: none"> • Network with the industry/sector concerned
2. Using evidence to make good judgement calls	2.1 Gathering enough evidence	Ensure that you collect sufficient evidence to make a professional judgement about a student's competence.	<ul style="list-style-type: none"> • Evidence should be sufficient and relevant rather than enough
3. Providing feedback and guidance to students	3.1 Advice to students	Provide students with the right amount of feedback at the right time	<ul style="list-style-type: none"> • Include feedback sessions in assessment plan
4. Validating assessments	4.1 Reflecting on own assessment	Lecturers have to reflect on their own assessment practices to ensure that they meet requirement for a valid assessment.	<ul style="list-style-type: none"> • Assessor and moderator forums • Assess strengths and weaknesses of assessment

9. Bibliography

These publications were used and can be used as resources:

1. J. G. Maree, W. J. Fraser, 2004. *Outcomes-based assessment*. Sandown: Heineman Publishers Pty (Ltd).
2. R. Siebörger, H. Macintosh, 2004. *Transforming assessment*. Landsdowne: Juta & Co Ltd.
3. I Nel, Assessment Conference 2007. *Assessment in schools and Abet Level 4*.
4. *Troubleshooting Guide for assessment*. Assessment College of South Africa (Pty) Limited

Templates And Exemplars

Rubrics

Steps in the Design of Scoring Rubrics

A step-by-step process for designing scoring rubrics for classroom use is presented below. Information for these procedures was compiled from various sources (Airasian, 2000 & 2001; Mertler, 2001; Montgomery, 2001; Nitko, 2001; Tombari & Borich, 1999).

Step 1:	<i>Re-examine the learning objectives to be addressed by the task.</i> This allows you to match your scoring guide with your objectives and actual instruction.
Step 2:	<i>Identify specific observable attributes that you want to see</i> (as well as those you don't want to see) <i>your students' demonstrate in their product, process, or performance.</i> Specify the characteristics, skills or behaviours that you will be looking for, as well as common mistakes you do not want to see.
Step 3:	<i>Brainstorm characteristics that describe each attribute.</i> Identify ways to describe above average, average, and below average performance for each observable attribute identified in Step 2.
Step 4a:	For <i>holistic</i> rubrics, write thorough narrative descriptions for excellent work and poor work incorporating each attribute into the description. Describe the highest and lowest levels of performance combining the descriptors for all attributes.
Step 4b:	For <i>analytic</i> rubrics, write thorough narrative descriptions for excellent work and poor work for each individual attribute . Describe the highest and lowest levels of performance using the descriptors for each attribute separately.
Step 5a:	For <i>holistic</i> rubrics, complete the rubric by describing other levels on the continuum that ranges from excellent to poor work for the collective attributes . Write descriptions for all intermediate levels of performance.
Step 5b:	For <i>analytic</i> rubrics, complete the rubric by describing other levels on the continuum that ranges from excellent to poor work for each attribute . Write descriptions for all intermediate levels of performance separately.
Step 6:	<i>Collect samples of student work that exemplify each level.</i> These will help you score in the future by serving as benchmarks.
Step 7:	<i>Revise the rubric, as necessary.</i> Be prepared to reflect on the effectiveness of the rubric and revise it prior to its next implementation.

Example of a Template for a Holistic Rubric	
Score	DESCRIPTION
7	Student evidence demonstrates exceptional creativity and understanding of the task. All requirements of and even more of the task are included in response.
6	Student evidence demonstrates creativity and a thorough understanding of the task. All requirements of the task are included in response.
5	Student evidence demonstrates a thorough understanding of the task. All requirements of the task are included in response.
4	Student evidence demonstrates an understanding of the fundamental concepts/ideas/issues of the task. More than a substantial number of requirements of the task are included in response.
3	Student evidence demonstrates considerable (but not complete) understanding of the basic concepts /ideas/issues of the task. Many requirements of the task are included.
2	Student evidence demonstrates partial understanding of the task. Fewer requirements of the task are included.
1	Student evidence demonstrates little/no understanding of the task. Many requirements of the task are missing.

Example of a Template for an Analytical Rubric							
Criteria	Not Achieved 0-29%	Elementary 30-39%	Moderate 40-49%	Adequate 50-59%	Substantial 60 -69%	Meritorious 70-79%	Outstanding 80-100%
Thinking Skills	Restricted ability to conceptualise, is able to list, define or describe concepts as required	Limited ability to conceptualize, is able to list, define or describe concepts as required	Clear understanding knowledge and comprehension, is able to list, define and describe concepts	Is able to collect, organize, explain and demonstrate information and knowledge	Is able to categorize and analyse information	Displays critical thinking skills, demonstrates holistic and sophisticated thinking	Displays exceptionally creative and critical thinking skills, demonstrates holistic and sophisticated thinking
Problem Solving	Is unable to identify problems	Seldom identifies problems	Displays limited problem identification and problem solving skills	Can identify and solve a few problems	Can identify and solve a number of problems	Displays ample problem identification and problem solving skills	Displays exceptional and creative problem identification and problem solving skills
Working Independently Or Under Supervision	Requires constant assistance and supervision	Requires constant supervision	Requires regular supervision	Works independently some of the time	Works independently most of the time	Is able to work independently consistently	Is able to work independently consistently and demonstrates the ability to take charge of own learning
Knowledge Of Subject Content	Displays narrow or no understanding	Displays partial knowledge of the basic content	Clear understanding, knowledge and comprehension of basic subject matter	Displays general understanding, knowledge and comprehension of basic subject matter	Displays sound understanding, knowledge and comprehension of the subject matter	Displays thorough understanding, knowledge and comprehension of the subject matter	Displays reflective insight, knowledge and comprehension of the subject matter

Practical Skills	Is unable to apply the skills	Displays a limited range of skills	Demonstrates the basic skills required	Regularly applies the skills	Mastered and regularly applies the skills	Mastered and consistently applies the skills	Mastered and consistently and creatively applies the skills in diverse contexts
Creativity And Flair	Displays very little imagination, creativity and flair	Rarely displays little imagination, creativity and flair	Displays limited imagination, creativity and flair	Displays occasional imagination, creativity and flair	Displays continuous imagination, creativity and flair.	Displays imagination, creativity and flair amply and consistently	Displays exceptional imagination, creativity and flair amply and consistently
Attitude	Student is disinterested, unenthusiastic and displays a negative attitude to learning	Student is disinterested and unenthusiastic	Achieves the required minimum without displaying a particularly positive or negative attitude	Student is interested and enthusiastic some of the time	Student is interested and enthusiastic most of the time	Student is interested, enthusiastic and displays a positive attitude to learning	Student is positive and enthusiastic about learning and does more that is required

Learning Programme and Lesson Plan

Template of Learning Programme Plan

This is an example of a learning programme template for planning for the whole term/cycle and it shows a summary of all the topics that will be covered and a brief description of the teaching and learning experience.

	OBJECTIVES/ OUTCOMES	LEARNING CONTENT	ASSESSMENT STRATEGIES AND ACTIVITIES	EVIDENCE OF ACHIEVEMENT	EDUCATOR ACTIVITIES	CONTACT TIME	PLANNED DATE OF COMPLETION	ACTUAL DATE OF COMPLETION	COMMENTS/REMARKS
Week 1	Students must be able to:								
Week 2	Students must be able to:								
Week 3	Students must be able to:								
Week 4	Students must be able to: -								
Week 5	Students must be able to:								

Lesson Plan Template.
This is only a suggested format.

SUBJECT:			
CRITICAL AND DEVELOPMENTAL OUTCOMES:			
SUBJECT TOPIC:			
SUBJECT OUTCOME(S):			
LEARNING OUTCOME(S)	KNOWLEDGE	SKILLS	VALUES AND ATTITUDES
RECOGNITION OF PRIOR LEARNING OR LEARNING ASSUMED TO BE IN PLACE:			
ASSESSMENT STANDARD(S):			
ASSESSMENT METHODS AND TOOLS:			
SEQUENCE OF ACTIVITIES WITHIN LESSON:	WHAT LECTURER WILL DO	WHAT STUDENT WILL DO	
INTRODUCTION:			
LESSON DEVELOPS:			
CONCLUSION AND ASSESSMENT:			
RESOURCES:			
ATTENTION TO LEARNERS WITH SPECIAL EDUCATIONAL NEEDS:			
REFLECTION: HAVE THE OUTCOMES BEEN REACHED? / CHANGES TO LESSON:			
TIME FRAMES (STARTING AND END DATES):			

- CO1 Identify and solve problems by means of critical and creative thinking.**
- CO2 Work effectively with others as a member of a team, group, organisation or community.**
- CO3 Organise and manage themselves and their activities responsibly and effectively.**
- CO4 Collect, analyse, organise, and critically evaluate information.**
- CO5 Communicate effectively, using visual, mathematical and / or language skills in the modes of oral and / or written information.**
- CO6 Use science and technology effectively and critically, showing responsibility towards the environment and health of others.**
- CO7 Demonstrate an understanding of the world as a set of inter-related systems by recognising that problem solving contexts do not exist in isolation.**
- CO8 Reflect and explore a variety of strategies to learn more effectively.**
- CO9 Participate as responsible citizens in the life of local, national and global communities.**
- CO10 Be culturally and aesthetically sensitive across a range of social contexts.**
- CO11 Explore education and career opportunities.**
- CO12 Develop entrepreneurial opportunities.**

Record Sheet

RECORD SHEET: LIFE ORIENTATION

Please Note: *You can do formative (continuous) assessment by using the activities in the Student Guide and record all assessment judgements.*

STUDENT NAME: _____

CLASS GROUP: _____

SUBJECT AND LEARNING OUTCOMES	ASSESSMENT ACTIVITY	FORMATIVE OR SUMMATIVE	ASSESSMENT JUDGEMENT: Meets the Requirements, % or Mark	DATE	ASSESSMENT JUDGEMENT: Does not Meet the Requirements, % or Mark	Date	REMARKS
TOPIC 1: POSITIVE LIVING							
Identify and explain how discrimination and human rights violations can occur within the context of STD's and opportunistic diseases	Human rights						
	Discrimination against you						
	Discrimination against others						
	The effects of discrimination						
	More forms of discrimination						
	Is this fair?						
	Case study: Thandi's story						
Identify support services and resources available in the community to assist in this regard	Where do I go?						
	Websites to help me						

Describe, using relevant examples, the impact of infections and diseases on the immune system	Find the disease						
	Am I healthy?						
	Fighting Disease						
Explain, using relevant examples, the effects of medication and a healthy diet in the alleviation of the symptoms	"Superfood" colour chart						
	Yummy recipes						
	Plan a healthy diet!						
MODULE 1: UNITS 1 - 4	Module Assessment Activity: Personal plan for healthy living (Portfolio of Evidence)						
	Module Assessment Activity: Knowledge Test						
TOPIC 2: TEAMWORK							
Identify with examples advantages and disadvantages of working in a team.	Handling different people in groups						
	My groups and Teams						
	My personal experiences in a group or team						
	Belonging to a team						
Identify, using relevant examples, the characteristics of and effective team or group.	A working team						
	Is my group effective?						
	Group characteristics and formation						
Identify, using relevant	Good behaviour and good attitudes						

examples, behaviors and attitudes that affect positive relationships within a group. Discuss special food requirements and the need for these foods	Am I a good team player?						
	Behaviour, behaviour!						
Identify the responsibilities of each member or team in relation to the purpose and goals of the team.	Which team is the fastest card player?						
	Your Student Representative Council						
	Team trip of a lifetime						
MODULE 2, UNITS 1 -4	Module Assessment Activity: Portfolio Activity –Mini group project: Responsible citizenship						
	Module Assessment Activity: Knowledge Test						
TOPIC 3: LEADERSHIP							
Describe the different leadership styles with reference to interaction between a leader and a team.	Leadership styles						
	Discussing leadership						
	Leader, oh lead!						
Describe the relationship between the follower and the leader within the different contexts as per the range statement. Identify how the role of leader impacts on the relationship between the leader and other members.	Leadership week						
	Great teams have great leaders						
	Empowerment or not?						
	Leaders in your life!						
	How do I lead?						
	Behaviour, Behaviour						
MODULE 3: UNITS 1- 2	Module Assessment Activity: Good leadership role-play (Portfolio of Evidence)						

	Module Assessment Activity: Knowledge Test						
TOPIC 4: MANAGING DIVERSITY							
Explain diversity with the aid of examples and with particular reference to the South African society	Diverse is fun!						
	Cultural ID						
	Diverse in the RSA						
Explain attitudes and perceptions relating to cultural and gender stereotyping. Outline ways to manage the above.	Attitudes and perceptions						
	Stereotypes						
	Perceptions in the workplace						
	The cold within						
Define constitution; Explain the role of the constitution in terms of legally accepted behaviours; Define Bill of Rights; Explain the role of the Bill of Rights; Explain how the concepts of responsible citizenship relates to the constitution and the Bill of Rights	Where do we need a constitution?						
	What does the Constitution do?						
	My responsibilities						
	Let's do some services shopping						
	A right to say						
	Call for help						
	Know your rights						
DEMONSTRATE UNDERSTANDING OF RESPONSIBLE CITIZENSHIP WITHIN THE CONTEXT OF A MINI PROJECT							

MODULE 4: UNITS 1- 3	Module Assessment Activity: Mini group project: Responsible citizenship						
	Module Assessment Activity: Knowledge Test						

Please Note: *The Activities included in this template as Continuous Assessment Activities are only suggested. You may use and design your own.*

Report

LIFE ORIENTATION REPORT

STUDENT NAME: _____ DATE: _____

STUDENT NUMBER: _____ CAMPUS: _____

LIFE ORIENTATION TOPIC	ASSESSMENT ACTIVITIES	ASSESSMENT RESULT: MEETS THE REQUIREMENTS / DOES NOT MEET THE REQUIREMENTS OR %
TOPIC 1: POSITIVE LIVING		
ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	ASSESSMENT RESULT: MEETS THE REQUIREMENTS / DOES NOT MEET THE REQUIREMENTS OR %
<ul style="list-style-type: none"> Ways to deal with discrimination and human rights violations are explained in relation to support services available in the community context. Identify support services and resources available in the community to assist in this regard The impact of infections and diseases on the immune system is described with examples. The effect of medication and healthy diet on the alleviation of symptoms is explained with examples. 	<ul style="list-style-type: none"> Case study Websites to help me Fighting Disease Plan a healthy diet! Plan for positive living Knowledge test 	
TOPIC 2: TEAMWORK		
ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	ASSESSMENT RESULT: MEETS THE REQUIREMENTS / DOES NOT MEET THE REQUIREMENTS OR %
<ul style="list-style-type: none"> Advantages and disadvantages of working in a team are identified with examples Characteristics of an effective team or group are identified with examples Behaviours and attitudes that affect positive relationships are identified with examples The responsibilities of each member of a team or a group are identified in relation to the purpose and goals of the group 	<ul style="list-style-type: none"> Belonging to a team Group characteristics and behaviour Behaviour, behaviour! Team trip of a lifetime. Mini group project: Responsible citizenship Knowledge test 	
TOPIC 3: LEADERSHIP		
ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	ASSESSMENT RESULT: MEETS THE REQUIREMENTS / DOES NOT MEET THE REQUIREMENTS OR %
<ul style="list-style-type: none"> Different leadership styles are described with the reference to interaction between a leader and a team The relationship between the follower and a leader is described for different contexts. Range: Sports and recreation, voluntary organizations, community projects, study, work and personal life 	<ul style="list-style-type: none"> Leader oh leader Behaviour, Behaviour! Good leadership role-play Knowledge test 	
TOPIC 4: MANAGING DIVERSITY		
ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	ASSESSMENT RESULT: MEETS THE REQUIREMENTS / DOES NOT MEET THE REQUIREMENTS OR %
<ul style="list-style-type: none"> The concept of diversity is explained with examples. 	<ul style="list-style-type: none"> Diversity in the RSA The cold within 	

<ul style="list-style-type: none"> ▪ The diverse nature of South African society is explained with examples. ▪ Attitudes and perceptions relating to cultural and gender stereotyping is explained together with outlining ways to manage them. ▪ Human rights as outlined in the South African Constitution are explained in terms of principles of responsible citizenship. ▪ Range: Reference to the South African Constitution, specifically Chapter 2 - Bill of Rights ▪ The above is applied within the context of a mini project. ▪ Range: The mini project could be around student leadership, Human Rights Day, a critique of existing organisational practices, local community issues. The mini project could be presented within the context of team. 	<ul style="list-style-type: none"> ▪ Know your rights ▪ Mini group project: Responsible citizenship ▪ Knowledge test 	
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REMARKS:

AREAS OR SKILLS THAT NEED IMPROVEMENT:

Competency Judgement: Competent	YES	NO
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EDUCATOR/ FACILITATOR

Please Note: *Although only the Module Summative Assessment activities are reflected in this report template, this does not imply that you cannot add or include Continuous Assessment activities.*